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ABSTRACT

In 1984, Miami-Dade Community College (MDCC) received an Urban Community College Transer Opportunity Program (UCCTOP) grant to develop a successful transition model to encourage minority student enrollment at MDCC, North Campus, to improve minority students' success in transferring to four-year institutions, and to improve the retention rate of transfer students at four-year institutions. This report reviews the achievements of MDCC's UCCTOP project during its second year of operation, including efforts to institutionalize measures to improve minority student transfer. Following introductory material on the goals and objectives of the UCCTOP project, the report identifies activities and achievements related to each of the project's 14 major objectives for its second year. This section includes information on program evaluation through feedback from students, curriculum development, the identification of student problems, module and workshop development and delivery, test preparation, continuity models for student flow, university and high school liaison systems, project dissemination, and tracking networks. Efforts to foster a college-wide transfer strategy, problems encountered during the project, and prospects for the future are discussed next. The final section offers preliminary analyses of data on the graduation and persistence rates of UCCTOP students. Attachments include student transfer questionnaires, faculty survey results, transfer seminar evaluations, transfer course descriptions, information on the outcomes of a college survival course, articulation information, and results of an outside evaluation. (AYC)

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URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITY PROGRAM

ANNUAL REPORT: SECOND YEAR CONTINUATION PROJECT

FORD FOUNDATION GRANT NO. 840-0930

by
ERNESTINE B. COLE
PROJECT DIRECTOR

JC 870 135

MIAMI-DADE COMMUNITY COLLEGE
NORTH CAMPUS

NOVEMBER, 1986

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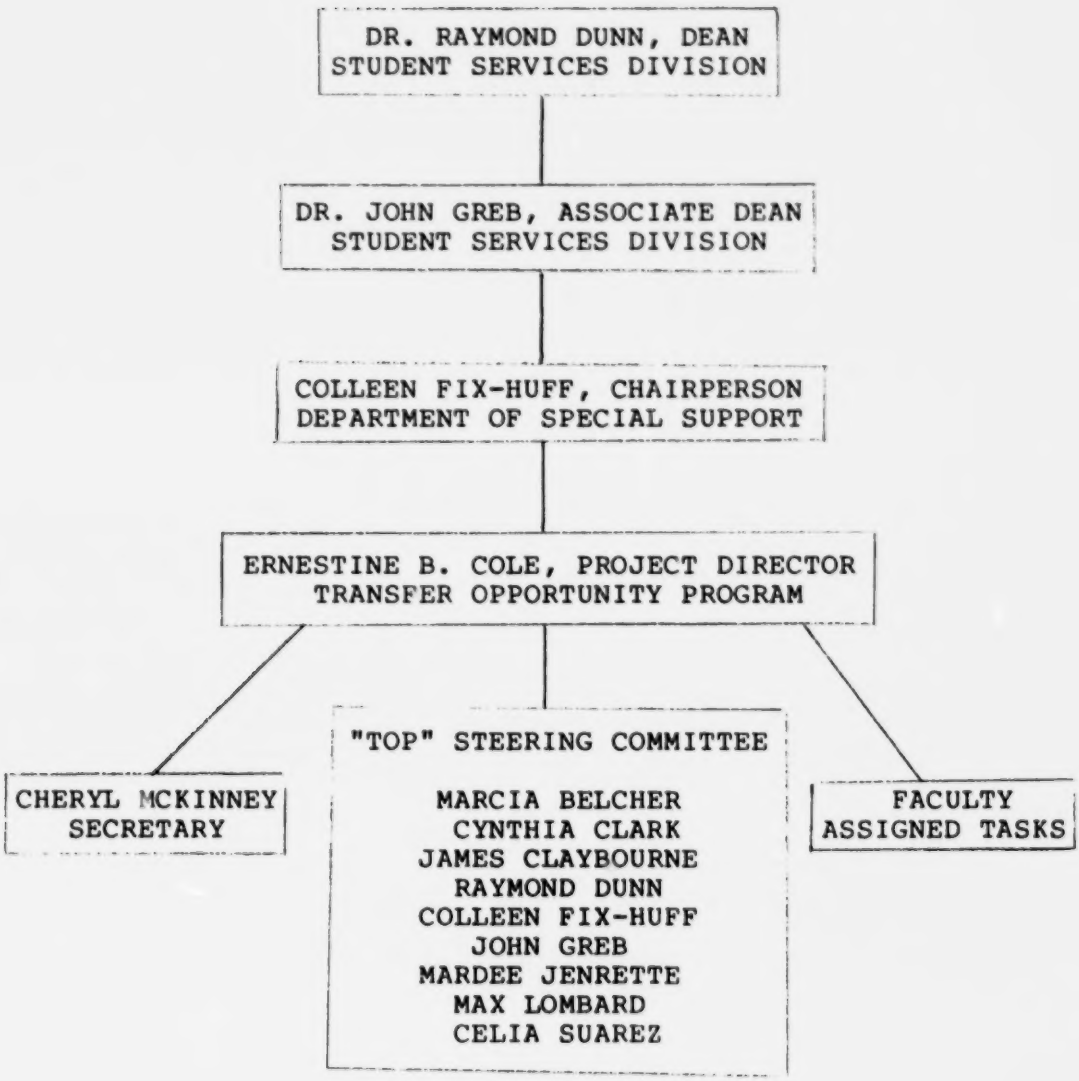
TABLE OF CONTENTS

	Page
INTRODUCTION	1
OBJECTIVES AND ACHIEVEMENTS	2
INSTITUTIONALIZING TRANSFER	10
PROBLEMS AND PROSPECTS	11
STATISTICAL ANALYSIS	12
FINANCIAL REPORT	23
ATTACHMENTS	
A. Miami-Dade Student Transfer Questionnaire	24
B. M-DCC Faculty's Perceptions of Minimum Competencies Needed by Entering Freshmen	26
C. Adjunct Counselors Project Narrative	28
D. Student Evaluations from Transfer Seminars	32
E. Transfer Course Description	38
F. Results from College Survival Course	44
G. Pratt Project Evaluation	48
H. Articulation Article	50
I. Report on Evaluation- Norm Fruchter	56
J. M-DCC TOP Year Two Activities: October 1, 1985-September 30, 1986	61

PROJECT SUPERVISION



MIAMI-DADE COMMUNITY COLLEGE, NORTH CAMPUS
URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITY PROGRAM

ANNUAL REPORT: SECOND YEAR CONTINUATION PROJECT

INTRODUCTION

Miami-Dade Community College, North Campus, (M-DCC-N), is making significant strides in meeting the objectives of its Ford Foundation Urban Community College Transfer Opportunity Grant.

This second annual progress report will discuss the achievements of the grant in relation to the project objectives, followed by a summary of efforts at the College to institutionalize transfer with a subsequent discussion on problems and prospects of the project. There will be an analysis of the statistical outcomes and finally, a financial update.

The project goals are: (a) to develop a successful transition" model for minority students to Miami-Dade Community College, North Campus, (b) to improve minority students' success in transferring from Miami-Dade Community College, North Campus, to upper division institutions and (c) to improve the retention rate of minority students at North Campus who transfer to upper division institutions.

The objectives are:

1. To expand and refine our feedback mechanism that allows for the continuous reassessment of a transferring student preparation program.

2. To refine the existing DACUM chart.

3. To design new DACUM charts as needed.

4. To continue identifying problems minority and disadvantaged transferring students encounter when pursuing upper division studies.

5. To remediate transfer problems by formulating appropriate strategies to better prepare minority and disadvantaged students.

6. To incorporate, apply and develop modules and workshops based on minority and disadvantaged transfer student feedback.

7. To modify the total College curriculum to incorporate the results of this project, as applicable.

8. To teach and deliver specific instructional modules that provide relevant information and develop skills needed by minority and disadvantaged transferring students.

9. To design strategies which enhance CLAST preparation for minority and disadvantaged students.

10. To design a model that will ensure continuity for minority and disadvantaged students through pre-entry at Miami-Dade including their transition at the College and adjustment to upper division studies.

11. To build upon the university liaison system and strengthen this network.

12. To build upon the high school liaison system and strengthen this network.

13. To disseminate the model developed by this project, including workshop designs and curriculum changes, to be replicated by other institutions nationally.

14. To develop a tracking network method for minority an disadvantaged students from the Dade County Board of Public Instruction through Miami-Dade Community College, North Campus, and the Florida State Board of Regents.

OBJECTIVES AND ACHIEVEMENTS

Objective One: To expand and refine our feedback mechanism that allows for the continuous reassessment of a transferring student preparation program.

Achievements: (1) Developed and administered a student questionnaire used in site visits when interviewing M-DCC transfer graduates at Florida's state universities. (Attachments A) University liaison Jim Chambers' report from the university site-visits was shared with Florida's nine state university Articulation Officers during their North Campus visit in November, 1986. (2) Revised the DACUM Chart for M-DCC Faculty's Perceptions of Minimum Competencies Needed by Entering Freshmen in Order to Successfully Mainstream at M-DCC, North. (Attachment B)

Objective Two: To refine the existing DACUM Chart.

Achievement: (1) Efforts to refine the existing DACUM Chart are in progress. An abbreviated form of the original questionnaire initially mailed to the selected universities was distributed during the university representatives North Campus visit in November, 1986. They were asked to return their updated DACUM Charts by December 5, 1986 to the TOP office.

Objective Three: To design new DACUM Charts as needed.

Achievement: (1) A new University DACUM chart is in progress pending the receipt of data from the State University Articulation Officers referred to above.

Objective Four: To continue identifying problems minority transfer students encounter when pursuing upper division studies.

Achievements: (1) Presented representatives from each of the nine state universities in seminar for North Campus students which emphasized tips for successful transfer to the upper division. Some helpful tips as identified by the University Articulation Officers include:

1. Contacting the institution in which you are interested in going to early--six months to a year in advance to find out its admissions process.
2. Knowing the various deadlines for applications, financial aid, housing, etc.
3. Keeping xeroxed copies of all documents mailed to colleges/universities.
4. Putting name and social security number on forms.
5. Completing forms accurately.
6. Being sure to send required financial aid information, e.g. financial aid transcript, signed copy of IRS Income Tax Form, copy of student aid report, etc.
7. Going to the proper source or office.
8. Taking prescribed immunization and/or health examination.
9. Consulting with counselors and advisors.
10. Seeking out student organizations for support.

Video number VC-3977 "Transferring to Florida's Nine State Universities" which was taped during the November, 1985 presentation is in the Audio Visual Department. The video is shown for students periodically on the campus TV monitors. (2) Utilizing high school counselors in a specially designed arrangement called "The Adjunct Counselors Program" in the Counseling Department at M-DCC (N) to assist the M-DCC counselors. This program funded by other college resources, aims to train ten high school counselors enabling them to facilitate Recruitment, Admissions, Testing, Advisement,

Registration, Financial Aid and other services that are normally provided by M-DCC Student Services personnel. (Attachment C)

Objective Five: To remediate transfer problems by formulating appropriate strategies to better prepare minority students.

Achievements: (1) Conducted six transfer seminars utilizing university admissions and counseling staff. Included were general transfer seminars and seminars for specific majors, namely, Nursing, Business Administration/Accounting and Criminal Justice which helped students clarify their academic goals. Student evaluations indicated that the seminars were successful. (Attachment D) (2) Offered a one-credit Transition Course as a part of the on-going Career Center curriculum which helps students clarify their career goals thereby improving their decision-making skills. A full description of the Transfer Course can be found in Attachment E. (3) Continuing to offer students specific transfer information and support in the College Survival Course-SLS 1101. A summary of the most current data reflecting the effectiveness of this course in addressing the retention issue of Black students points out that while the result can not proclaim cause and effect relationships due to the complexity of the problem of retention, statistical analysis do suggest that significantly more students who enrolled in SLS 1101 during 1985-1 returned to M-DCC-N the following semester than those who did not enroll in SLS 1101. These results were observed for both AA and AS degree seeking students. By no means, can it be claimed that SLS 1101 College Survival Program is THE intervention strategy that has solved the problem of retention. The College Survival Program has made a contribution and is helping reverse the direction observed in the last three years from declining retention to increasing retention of entering freshmen students. (Attachment F)

Objective Six: To incorporate, apply and develop modules and workshops based on minority transfer student feedback.

Achievements: (1) Provided Black students personalized support in preparation for CLAST through the Pratt Project. This Project was funded through special college resources specifically for retention of Black students. The funds were administered through the Student Services Division. The TOP Project Director submitted a mini-proposal which was funded for six months-January-June, 1985, designed to provide personalized and nontraditional approaches to helping Black students become more successful in passing the CLAST. This Pratt grant was coordinated by a faculty member from the Humanities Department. Because of the project's tremendous positive impact on Black students, the faculty member was

retained by TOP during Fall term, 1986, to assist in TOP's transfer seminar efforts. The personalized and support efforts included:

(a) Telephoning each Black student who had been identified as being graduation eligible to take CLAST.

(b) Mailing personalized letters to these students' homes.

(c) Distributing CLAST-related information to students at frequently traveled locations on the Campus.

(d) Rapping with Black students at Campus bus stops, student "hang-outs" and in classroom settings. Significant results were achieved from this approach in that it provided an opportunity for these students to share candid feelings about CLAST, their observation about how they "perceive" the Campus and the instructor was able to really "hear" what students said about what is happening to them in their personal lives. See Pratt Project Evaluation Attachment G.

(2) The Coordinator of the Career Center refined the original Career Development Module to include new information gleaned from fresh insights and activities conducted by the Career Center Staff. This revised module can be reviewed in the TOP office. (3) The TOP Research Associate developed and administered a CLAST survey as a means of assessing the nature of problems students were encountering in their preparation for CLAST. The intent of the survey was to compile helpful information which would enable this project to design support programs to better serve the test preparation needs of minority students. The results of this survey indicate that North Campus students who must retake the essay are more likely to avail themselves to help than students who are getting ready to take the test for the first time. It is surprising, however, that only about 30% of this group are asking for help in the writing lab prior to the CLAST. In addition, 10% of the students still had not availed themselves of any kind of help.

Results indicated that the methods of preparation students used and the factors that they said contributed to their initially low essay scores were unrelated to passing the essay on a subsequent administration. There are a number of interpretations which can be made of this finding. One is that a smaller group of students was involved so that it was more difficult to attain statistical significance. However, since the percentage passing alternately favored those who did not and those who did use a particular preparation strategy,

it is unlikely that there is any real relationship here despite the low number included in the analysis. What is more likely is that this is a skill which takes a great deal of time and effort to develop and is not easily changed by several hours or weeks of work, especially for a group of students who have already shown that they have difficulty meeting the essay standards. Perhaps results would be more positive with a group of first-time test takers with marginal skills. Additionally, recall that all these students attained the lowest score possible on the essay. Since this is the only score that indicated failure, it does not follow that all these students have the same level of writing ability. Therefore, some students were probably closer to attaining the passing criterion needed than others despite their being combined into a single group of "failers" by previous testings. A copy of the research findings may be obtained from our TOP office.

Objective Seven: To modify the total College curriculum to incorporate the results of this project as applicable.

Achievements: (1) Conducted CLAST surveys regarding students' preparation for CLAST. The results were used in helping to design/redesign CLAST interventions strategies and the results were shared with members of the Campus CLAST Committee. (2) The curriculum of the College Survival Course referred to in Objective Five, Achievement Three reflects a curriculum modification in response to this project's goals.

Objective Eight: To teach and deliver specific instructional modules that provide relevant information and developmental skills needed by minority transfer students.

Achievements: (1) As cited earlier in this report in Objective Five, Achievement Two, a one-credit transfer course was designed and implemented primarily to accomplish this objective along with an array of College Prep courses offered through the College Prep Department. (2) Preliminary planning is underway between the Student Services area of Miami-Dade, North Campus and Florida International University, a neighboring upper division institution to design a university orientation course to be offered at the University utilizing both Community College and university teaching faculty. Projected implementation date is Fall, 1987.

Objective Nine: To design strategies which embrace CLAST Prep for minority students.

Achievements: (1) The TOP Director serves on the Campus-wide CLAST Committee which coordinates the campus efforts included: special "Blast the CLAST" crash sessions, tutorial labs in the College Prep Department, the Math lab in the

Mathematics Department and the Test Anxiety Reduction Workshops sponsored by TOP, designed and conducted by one of the Counselors from the Counseling Department. (2) Undertook the CLAST Prep initiative with Pratt funds referred to in Objective Six, Achievements One, and (3) Conducted a study under the auspices of TOP on CLAST Essay Retakes which assessed the multiple methods of test preparation used by students retaking the CLAST cited in Objective Six, Achievement Three.

Objective Ten: To design a model that will ensure continuity for minority students.

Achievements: (1) In the process of identifying and modifying critical aspects of the model as well as effective strategies that will accommodate the transfer model i.e., (a) participant identification and selection (b) curriculum delivery (c) establishing human linkages, e.g. referrals. From experience in this project, it has been realized that there must be the human element in the entire transfer process. (2) Initiating the creation of a statewide taskforce on transfer issues whose purpose will be to examine possible strategies at the state level which would assist in addressing the TOP goals on a statewide basis. These strategies would build upon recommendations contained in Dr. Lou Bender's 1985 study, Achievement of the Baccalaureate: Florida Policies in Selected Urban Areas,which grew out of a Ford Foundation project and was conducted with support from the Postsecondary Education Planning Commission in Tallahassee, Florida. (3) The College has expanded its articulation agreements with local private and state universities/colleges including St. Thomas, Barry University, Florida Memorial College and the University of Miami. These articulation agreements help make the transfer process easier for students as they move to upper level institutions. (Attachment H) (4) Beginning February, 1987 Miami-Dade will be participating in the Transfer Articulation Program of the United Negro College Fund, a Ford Foundation sponsored transfer project which involves sixteen private Black colleges and ten community colleges across the United States.

Objective Twelve: To build up the high school liaison system and strengthen this network.

Achievements: (1) TOP Director assisted in the orientation training of the ten high school counselors who were a part of the previously mentioned Adjunct Counselors Program during Summer, 1985. These counselors were selected from ten of the area feeder high schools. Six of these schools are the schools from which the 300 high school TOP participants graduated. It is anticipated that this network will be ongoing, funded through a special college fund, the Wolfson grants.

Objective Thirteen: To disseminate the model developed by this project, including workshop designs and curriculum changes, to be replicated by other institutions nationally.

Achievements: (1) Disseminated information to a variety of persons, agencies, and institutions including Clark College, Bethune Cookman College, Spelman College, Keys Community College, Maricopa Community College and the United Negro College Fund. (2) Served as a resource at national and state conferences.

Objective Fourteen: To develop a tracking network method for minority students from the Dade County Board of Public Instruction through Miami-Dade Community College, North and the Florida State Board of Regents.

Achievements: (1) Initiated some discussion with the staff at the Dade County School Board regarding the possibility of establishing a common student identification tracking system. (2) With much effort, secured through the Division of Community Colleges in Tallahassee, Florida, the State University System's data tapes for M-DCC graduates enrolled in the Florida State University System.

Additional comments regarding TOP's achievements are shared by Evaluator, Norm Fruchter's Report on Evaluation Visit, March 3-5, 1986. Attachment I.

SECOND YEAR ACTION PLAN*

ACTIVITIES	Oct. '85 to Dec. '85	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep. '86
Validated and revised Community College DACUM Chart	X									
Refined and implemented interventions and general education curriculum and modifications		X	X			X	X			
Acquainted high school teachers/counselors with competencies based on DACUM						X	X	X	X	
Entrance Bridge			X			X			X	
Exit Bridge					X					
Transfer Seminars	X X			X	X					X X
University Site Visits			X	X	X					
Tracking System M-DCC exit								X	X	
Statistical Analysis										X
Program Dissemination Activities (Conferences, Workshops, News Articles, etc.)	X X		X	X	X		X			

*See Attachment J: TOP YEAR TWO ACTIVITIES

INSTITUTIONALIZING TRANSFER

The Ford Foundation grant allows Miami-Dade's TOP to interface, collaborate and provide leadership in a variety of institutional efforts designed to foster a college-wide transfer strategy involving academic and student service interventions. Some of these institutional efforts are discussed below.

1. Through providing a direct transfer focus by having the resources and staff to deal specifically with transfer issues, the TOP Director serves on key committees which represent areas that have impact on minority transfer, e.g. (a) the CLAST Committee, an umbrella campus group which oversees the planning, implementation, and monitoring of test preparation support services for students; (b) Scholarship Committee, which supervises the advertisement, application, screening selection processes in awarding academic scholarships.

2. Through information-sharing at the Vice President's Council and College Board of Trustees Meeting, TOP Director has been able to "keep alive" the need for administrative awareness and support.

3. As a result of increased communication with staff at the District Articulation Office, there has also been increased reinforcement/support of TOP's efforts to improve minority transfer rates by District staff. In the past year, there have been increased numbers of formalized articulation agreements made between the College and private four-year institutions included are Barry University, University of Miami, St. Thomas University and Florida Memorial College.

4. Believing that effective classroom instruction is important to student retention and thus, transfer, the administration has instituted a college-wide Teaching/Learning Project which seeks to (a) take what professional educators have learned about teaching/learning and apply that knowledge in improving classroom instruction and (b) reward effective teaching insuring that successful professors will remain at the College and in the teaching field.

5. Utilizing College resources such as the Pratt funds, to enhance Black students' success on the CLAST by providing personalized counseling, recruitment and test preparation workshops. Research results indicate that increased numbers of Black students are passing CLAST.

PROBLEMS AND PROSPECTS

The project has experienced progress in its transfer efforts, however attempts to capture if TOP students are attending the transfer seminars/workshops have been difficult to assess. Monitoring for the seminars/workshops have consisted of collecting evaluations at the termination of each seminar. Students were required to put their names and identification number on their evaluation. Most students turned in evaluations, however, some left off their identifying information. To respond to this, in the future we will take names and identification numbers from students as they enter the seminars. We will therefore, have identified each student. (Evaluations will then be allowed to be submitted anonymously). We expect to be better able to track both TOP participants and other Miami-Dade students' attendance at our seminars. It has also been difficult to assess the value of various academic and supportive experiences students encounter during their stay at the community college because so much is available. (Tutorial labs provided through the Challenge Center, Basic Communications Reading and Writing labs, Math support labs in the Mathematics Department, Career counseling and a transfer course in the Career Exploration Center, TOP's CLAST Workshops, and regular ongoing counseling support from the Counseling Department to cite a few.) Lack of control of a diverse student population in a huge academic environment is a reality as students are functioning independently. In essence, as we develop strategies that will work for students, there is little control to force students to take advantage of the services.

Due to the differing expectations, interests and perceptions in higher education today, it is difficult to establish strong linkages desired with university personnel. In Florida, although private colleges/universities (such as Barry University, University of Miami, Florida Memorial College and St. Thomas University) have established articulation agreements with Miami-Dade, we are experiencing more difficulty with the public universities. As stated in the achievements previously, TOP has initiated a small, but significant beginning effort with the M-DCC and Florida International University student services staff to improve the transition process for our students as they move on to the upper level institutions.

The Ford Foundation monies have allowed the North Campus to focus on transfer problems for minority students and lead the college in designing strategies to improve the rate of transfer of our students and their success in continual enrollment through the baccalaureate degree.

NARRATIVE: STATISTICAL ANALYSIS

As stated in the Ford proposal, much of the grant evaluation activity was based on following a series of first-time-in-college cohort groups starting with the 1980 group and adding a cohort group for each year. In this way, the data could be viewed from several vantage points. One was simply to follow each entering cohort to see what happened to them across a period of years; we have had very little data that has followed students for more than five years and included upper division status. A second way that the data could be viewed was to compare one cohort group with another at the same point in time in order to see if more recent cohort groups which had fallen under the Ford grant had higher "success" rates than earlier cohorts when the measurements involved graduation and re-enrollment figures. A third method of data analysis was to look within a cohort group that was on campus at the time that the Ford grant activities were taking place to see if those who participated had higher graduation and continued enrollment rates than those who did not participate.

Though complete results will be delivered only at the end of the grant, this report contains some preliminary analysis of the data being gathered. Tables 1 through 4 show the progress of the 1980 through 1984 first-time-in-college cohort groups at Miami-Dade Community College. You will note from tables that the longest time period available as of this writing was five years of data on the 1980 first-time-in-college group. We found that after five years, 28% of the original student group had graduated and another 8% were still enrolled for a total persistence rate of 36% (see Table 1). The lowest graduation rate was found in Table 2 for black non-Hispanic students (21%) and the highest was found in Table 4 for Hispanic students (31%). For the next report, this analysis will be expanded to include full-time/part-time status and entering level of basic skills.

Comparing the graduation and persistence (graduation plus continued enrollment) rates across the cohort groups has proved, however, to be a difficult task. One reason was the implementation of the College Level Academic Skills Test (CLAST) which students had to pass beginning in the Fall of 1984 in order to receive their A.A. degree. The effect on graduation rates was substantial. For example, after three years 24% of the 1981 cohort group had graduated compared to 16% of the 1982 cohort group (see Table 1).

A second problem in comparing cohort groups after the elapse of the same period of years involves a data definition problem involving last term of enrollment. For example, if you look to see how many students had dropped out after one year, you will note that the percentage steadily rises from 1980 (27%) to 1984 (39%). It would be easy to conclude that

the drop-out rate of our students is climbing at an alarming rate. In fact, it is the way that "drop-out" has been defined. The problem is that the analysis is based on looking for the last term of enrollment rather than for year-by-year patterns. To illustrate, suppose one student first enrolled in Fall of 1980, took a semester off one year later (Fall 1985) and returned the following term. The first would be classified as "dropped out". This problem will be remediated in the final report.

Besides graduation and continued enrollment at Miami-Dade, another standard of "success" at the College has become passing all four parts of the CLAST, a state requirement implemented in August, 1984, that students must meet to receive an A.A. degree or enter upper division. Table 5 displays the result for the 1980 through 1984 first-time-in-college cohort groups. You will note that most of the 1980 group has taken the CLAST at this point in time. Several other conclusions can be drawn from study of the table. One is that black non-Hispanic students clearly have had the greatest difficulty with the CLAST and white non-Hispanic students have had the least. It is also gratifying to note how the percentage of students passing all four parts of the test has steadily increased with each cohort group. For example, only 32% of the black non-Hispanics in the 1980 cohort group passed all four parts of the test compared to 84% in the 1983 group and 90% in the 1984 group. Of course, the students included in the 1984 cohort group have progressed through the system at a very fast rate and undoubtedly are not representative of the 1984 cohort as a whole. We would expect, therefore, to see these passing rates drop somewhat when next year's data are presented, but still stay higher than those for previous years if the impact of the preparation for the CLAST has been effective.

All the data so far have focused on the student status at Miami-Dade Community College. Since this is a grant on transfer, it is imperative that we obtain data on the pattern of enrollment in upper division course-work. Table 6 presents a snapshot of the current status of four first-time-in-college cohort groups as they proceed through the educational system At the time that last year's report was written, we had no data on the location of our students in the state university system or local private colleges. This year we have data available from the State University System from Fall of 1982 through the Fall of 1985, but have yet to obtain data from all the local private institutions. Therefore, this table undoubtedly underrepresents the percentage of students who are in the upper division. Next year's data will provide a more complete picture of the status of Miami-Dade students.

Table 6 can be read in several ways. You will note, for example,that 21.5% of the 1980 cohort has transferred to upper division and another 11.4% has graduated but not transferred. About 55% of the 1980 through 1982 cohort groups currently

cannot be found in the system and are therefore classified as dropouts. As usual, it is the black non-Hispanic student who is most likely to drop out with about two out of three gone at the time of this data-gathering activity. Hispanics have the lowest drop-out rate with about one out of two currently gone from the system. Students who did not have valid social security numbers are included under the column titled "Not Traceable". In the future, they will probably be excluded from calculations, but it seemed important to document the size of the problem that lack of social security numbers present when trying to track students.

All of the preceding tables were based on cohort groups who began college before the Ford grant was off the ground. In the Fall of 1985, however, an orientation course was implemented, and students who were enrolled in this course were randomly selected to be Ford participants. Since much of the impetus for the orientation course came from the Ford Steering Committee, a natural question to ask was whether the orientation course accomplished its purpose of trying to smooth student transition into Miami-Dade as evidence by increased re-enrollment. Table 7 contains part of the answer. You will note that overall 57% of the 1985 first-time-in-college student group enrolled in the orientation course. One group that was most strongly captured was the black non-Hispanic group which had 64% enrollment in the course. As you can see from the table, the course appeared highly effective in getting students to register the following term compared to students who did not initially enroll in the course. For example, 89% of the black non-Hispanics who enrolled in the course also registered the following term compared to 71% of the black non-Hispanics who did not enroll in the orientation course initially. It can be argued, of course, that students who enrolled in the orientation course and those who did not find a relationship to ethnicity (more blacks), gender (more females), age (more younger students), credits (more in the mid-credit range between 5 and 11), matriculation code (more A.A. degree seekers). Admittedly, these factors could be related to higher re-enrollment for the total group the next term. However, chi-square analysis controlling for each of these factors showed a consistent pattern of higher re-enrollment for those who took the orientation course. The analysis by ethnic group presented in the table is only one of the findings. Future analysis will ask the question of whether these differences were maintained over a longer period of time.

In Table 8 over the past five years the ethnic composition of the cohort group has shifted. While the percentage of entering students who are Hispanic has averaged about 48%, the percentage of Black non-Hispanic has risen from 25% in 1980 to 31% in 1984. Meanwhile, the percentage of new students who are while non-Hispanic has decreased from 27% in 1980 to 23% in 1984. See Table 8 for full results.

Table 1

Miami-Dade Community College North Campus Graduation and Enrollment Patterns
of Five First-Time-in-College Cohort Groups
(1980-1984) Who Declared They Were A.A. Degree Seekers
Total Group Data

	One Year Later		Two Years Later		Three Years Later		Four Years Later		Five Years Later	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1980 (N=1,665)										
Graduated	7	0.4	255	15.3	397	23.8	445	26.7*	466	28.0*
Enrolled	1,202	72.2	732	44.0	415	24.9	263	15.8	132	7.9
Dropped Out	456	27.4	678	40.7	853	51.2	957	57.5	1,067	64.1
1981 (N=1,492)										
Graduated	4	0.3	216	14.5	354	23.7*	391	26.2*		
Enrolled	1,043	69.9	620	41.6	348	23.3	174	11.7		
Dropped Out	445	29.8	656	44.0	790	53.0	927	62.1		
1982 (N=1,321)										
Graduated	6	0.4	121	9.2*	214	16.2*				
Enrolled	919	69.6	569	43.1	293	22.2				
Dropped Out	396	30.0	631	47.8	814	61.6				
1983 (N=1,365)										
Graduated	7	0.5*	121	8.9*						
Enrolled	909	66.6	526	38.5						
Dropped Out	449	32.9	718	52.6						
1984 (N=1,421)										
Graduated	6	0.4*								
Enrolled	857	60.3								
Dropped Out	558	39.3								

*Students who graduated at this point in time needed to pass all four parts of the CLAST in order to receive an A.A. degree.

Table 2

Miami-Dade Community College North Campus Graduation and Enrollment Patterns
of Five First-Time-in-College Cohort Groups
(1980-1984) Who Declared They Were A.A. Degree Seekers
Black Non-Hispanic

	One Year Later		Two Years Later		Three Years Later		Four Years Later		Five Years Later	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1980 (N= 418)										
Graduated	1	0.2	44	10.5	74	17.7	82	19.6*	86	20.6*
Enrolled	299	71.5	179	42.8	99	23.7	63	15.1	35	8.4
Dropped Out	118	28.2	195	46.7	245	58.6	273	65.3	297	71.1
1981 (N= 398)										
Graduated	0	0.0	38	9.6	68	17.1*	73	18.3*		
Enrolled	263	66.1	150	37.7	82	20.6	43	10.8		
Dropped Out	135	33.9	210	52.8	248	62.3	282	70.9		
1982 (N= 349)										
Graduated	1	0.3	14	4.0*	33	9.5*				
Enrolled	224	64.2	147	42.1	69	19.8				
Dropped Out	124	35.5	188	53.9	247	70.8				
1983 (N= 408)										
Graduated	2	0.5*	13	3.2*						
Enrolled	262	64.2	152	37.3						
Dropped Out	144	35.3	243	59.6						
1984 (N= 433)										
Graduated	1	0.2*								
Enrolled	238	55.0								
Dropped Out	194	44.8								

*Students who graduated at this point in time needed to pass all four parts of the CLAST in order to receive an A.A. degree.

Table 3

Miami-Dade Community College North Campus Graduation and Enrollment Patterns
of Five First-Time-in-College Cohort Groups
(1980-1984) Who Declared They Were A.A. Degree Seekers
White Non-Hispanic

	One Year Later		Two Years Later		Three Years Later		Four Years Later		Five Years Later	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1980 (N= 442)										
Graduated	2	0.5	79	17.9	113	25.6	125	28.3*	129	29.2*
Enrolled	286	64.7	155	35.1	78	17.7	44	10.0	21	4.8
Dropped Out	154	34.8	208	47.1	251	56.8	273	61.8	292	66.1
1981 (N= 396)										
Graduated	2	0.5	67	16.9	98	24.6*	103	26.0*		
Enrolled	241	60.9	122	30.8	49	12.4	27	6.8		
Dropped Out	153	38.4	207	52.3	249	62.9	266	67.2		
1982 (N= 305)										
Graduated	3	1.0	38	12.5*	53	17.4*				
Enrolled	195	63.9	108	35.4	60	19.7				
Dropped Out	107	35.1	159	52.1	192	63.0				
1983 (N= 281)										
Graduated	0	0.0*	35	12.5*						
Enrolled	187	66.6	112	39.9						
Dropped Out	94	33.4	134	47.7						
1984 (N= 320)										
Graduated	3	0.9*								
Enrolled	189	59.1								
Dropped Out	128	40.0								

*Students who graduated at this point in time needed to pass all four parts of the CLAST in order to receive an A.A. degree.

Table 4

Miami-Dade Community College North Campus Graduation and Enrollment Patterns
of Five First-Time-in-College Cohort Groups
(1980-1984) Who Declared They Were A.A. Degree Seekers
Hispanic

	One Year Later		Two Years Later		Three Years Later		Four Years Later		Five Years Later	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
					1980 (N= 805)					
Graduated	4	0.5	132	16.4	210	26.1	238	29.6*	251	31.2*
Enrolled	617	76.7	398	49.4	238	29.6	156	19.4	76	9.4
Dropped Out	184	22.9	275	34.2	357	44.4	411	51.1	478	59.4
					1981 (N= 698)					
Graduated	2	0.3	111	15.9	188	26.9*	215	30.8*		
Enrolled	539	77.2	348	49.9	217	31.1	104	14.9		
Dropped Out	157	22.5	239	34.2	293	42.0	379	54.3		
					1982 (N= 667)					
Graduated	2	0.3	69	10.3*	128	19.2*				
Enrolled	500	75.0	314	47.1	164	24.6				
Dropped Out	165	24.7	284	42.6	375	56.2				
					1983 (N= 676)					
Graduated	5	0.4*	73	10.8*						
Enrolled	460	68.1	262	38.8						
Dropped Out	211	31.2	341	50.4						
					1984 (N= 668)					
Graduated	2	0.3*								
Enrolled	430	64.4								
Dropped Out	236	35.3								

*Students who graduated at this point in time needed to pass all four parts of the CLASt in order to receive an A.A. degree.

Table 5

CLAST Performance of North Campus 1980-1984
First-Time-in-College Declared
A.A. Degree Seekers

Ethnic Group	Number in Group	Tested on CLAST*		Passed All Parts	
		Number	Percent	Number	Percent
		1980			
Black Non-Hispanic	413	75	18.2	24	32.0
White Non-Hispanic	441	71	16.1	44	62.0
Hispanic	813	167	20.5	93	55.7
Total	1,667	313	18.8	161	51.4
		1981			
Black Non-Hispanic	396	81	20.5	34	42.0
White Non-Hispanic	395	106	26.8	85	80.2
Hispanic	701	240	34.2	164	68.3
Total	1,492	427	28.6	283	66.3
		1982			
Black Non-Hispanic	348	49	14.1	36	73.5
White Non-Hispanic	307	68	22.2	61	89.1
Hispanic	666	166	24.9	143	86.1
Total	1,321	283	21.4	240	84.8
		1983			
Black Non-Hispanic	408	38	9.3	32	84.2
White Non-Hispanic	281	51	18.2	48	94.1
Hispanic	676	127	18.8	109	85.8
Total	1,365	216	15.8	189	87.5
		1984			
Black Non-Hispanic	433	20	4.6	18	90.0
White Non-Hispanic	320	24	7.5	23	95.8
Hispanic	668	39	5.8	34	87.2
Total	1,421	83	5.8	75	90.4

*Students were first required to take the CLAST in the Fall of 1982. This analysis includes data through Summer, 1986.

IR050.1 86/7

Table 6

Status in the Higher Education System as of Fall 1985 for Four First-Time-in-College Cohort Groups
North Campus Data

Ethnic Group	Graduated Then Transferred*		Not Graduated But Transferred*		Graduated But Not Transferred*		Still Enrolled at M-DCC		Dropped Out of System		Not Traceable		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1980														
Black Non-Hispanic	36	8.6	17	4.1	41	9.8	31	7.4	274	65.6	19	4.6	418	25.1
White Non-Hispanic	80	18.1	42	9.5	48	10.9	17	3.9	246	55.7	9	2.0	442	26.6
Hispanic	142	17.6	41	5.1	101	12.6	73	9.1	425	52.8	23	2.9	805	48.4
Total	258	15.5	100	6.0	190	11.4	121	7.3	945	56.8	51	3.1	1,665	100.0
1981														
Black Non-Hispanic	35	8.8	11	2.8	29	7.3	41	10.3	263	66.1	19	4.8	398	26.7
White Non-Hispanic	68	17.2	32	8.1	33	8.3	25	6.3	229	57.8	9	2.3	396	46.8
Hispanic	124	17.8	35	5.0	85	12.2	100	14.3	339	48.6	15	2.2	698	26.5
Total	227	15.2	78	5.2	147	9.9	166	11.1	831	55.7	43	2.9	1,492	100.0
1982														
Black Non-Hispanic	5	1.4	10	2.9	21	6.0	63	18.1	230	65.9	20	5.7	349	26.4
White Non-Hispanic	19	6.2	18	5.9	31	10.2	56	18.4	175	57.4	6	2.0	305	50.5
Hispanic	40	6.0	20	3.0	85	12.7	158	23.7	342	51.3	22	3.3	667	23.1
Total	64	4.8	48	3.6	137	10.4	277	21.0	747	56.6	48	3.6	1,321	100.0
1983														
Black Non-Hispanic	0	0.0	8	2.0	10	2.5	145	35.5	225	55.2	20	4.9	408	29.9
White Non-Hispanic	0	0.0	11	3.9	34	12.1	100	35.6	124	44.1	12	4.3	281	49.5
Hispanic	10	1.5	18	2.7	51	9.0	252	37.3	303	44.8	32	4.7	676	20.6
Total	10	0.7	37	2.7	105	7.7	497	36.4	652	47.8	64	4.7	1,365	100.0

*Based on data from the State University System from Fall 1982 through Fall 1985.

IR050.2 86/7

Table 7

Enrollment in North Campus Orientation Course and
Next Term Retention for a Cohort of 1985
First-Time-in-College Students

			Registered Next Term		
	Number	Percent	Number	Percent	p<.05*
Total Group					
Enrolled	1,145	57.0	985	86.0	
Did Not Enroll	863	43.0	603	69.9	*
Black Non-Hispanic					
Enrolled	391	63.7	349	89.3	
Did Not Enroll	223	36.3	159	71.3	*
White Non-Hispanic					
Enrolled	227	57.5	187	82.4	
Did Not Enroll	168	42.5	108	64.3	*
Hispanic					
Enrolled	513	54.9	438	85.4	
Did Not Enroll	421	45.1	292	69.4	*

*Statistical significance using chi-square.

IR050.1 86/7

Table 8

Ethnic Profile of Miami-Dade Community College
North Campus First-Time-in-College Students
1980-1984

Ethnic Group	Number in Group	Percent of Year's Total
	1980	
Black Non-Hispanic	418	25.1
White Non-Hispanic	442	26.5
Hispanic	805	48.3
Total	1,665	100.0
	1981	
Black Non-Hispanic	398	26.7
White Non-Hispanic	396	26.5
Hispanic	698	46.8
Total	1,492	100.0
	1982	
Black Non-Hispanic	349	26.4
White Non-Hispanic	305	23.1
Hispanic	667	50.5
Total	1,321	100.0
	1983	
Black Non-Hispanic	408	29.9
White Non-Hispanic	281	20.6
Hispanic	676	49.5
Total	1,365	100.0
	1984	
Black Non-Hispanic	433	30.5
White Non-Hispanic	320	22.5
Hispanic	668	47.0
Total	1,421	100.0

IR050.1 86/7

Ford Foundation
Interim Financial Report: Grant #840-0930
UCC/TOP Grantee #2912JY2

CATEGORY	APPROVED BUDGET	YTD EXPENDITURES 10/1/84-9/30/86	BALANCE
Project Director	$ 70,922.00	$38,188.92	$32,733.08
Temporary Professional	28,800.00	10,503.59	18,296.41
Clerical	34,847.00	16,688.32	18,158.68
Part-time Clerical	900.00	340.91	559.09
Part-time Instructional	4,775.00	1,248.00	3,527.00
Other	6,300.00	-0-	6,300.00
Fringe Benefits	28,450.00	10,872.55	17,577.45
In-District Travel	1,200.00	273.88	926.12
Out-of-District Travel	6,700.00	7,300.37	(600.37)
Bus Rentals	9,300.00	210.00	9,090.00
Postage	1,850.00	-0-	1,850.00
Printing/Reproduction	3,000.00	81.15	2,918.85
Consultants	18,849.00	1,812.00	17,037.00
Promotions/Public Relations	6,500.00	1,396.24	5,103.76
Educational Materials/Supplies	1,500.00	222.55	1,277.45
Office Materials/Supplies	750.00	595.15	154.85
TOTALS	$224,643.00	$89,733.63	$134,909.37

Susan M. Cross

Susan M. Cross, Chief
Special Accounts Management

ATTACHMENTS

ATTACHMENT A

MIAMI-DADE COMMUNITY COLLEGE
Number one in America

TRANSFER STUDENT QUESTIONNAIRE

LAST NAME | FIRST NAME | MI | SOCIAL SECURITY NO.

Miami-Dade Student No.
(Leave blank if not known)

Miami-Dade Campus Attended
☐ North ☐ South
☐ New World Center ☐ Medical Center

Ethnic Category Citizenship
☐ American Hispanic ☐ International
☐ American Black ☐ Other

Grade Point Average

Classification

The Transfer Opportunity Program at Miami-Dade Community College aims to improve the transfer rates among its minority students. Your response will help us to better prepare students for a successful transition to upper division. Thinking back to when you first entered the university, please respond to the following statements. Fill in the blank to the left of the question with the number you selected from the **SCALE** which best represents your response. Also, please express fully your **COMMENTS** in the space provided.

SCALE

Strongly Agree 1 — 2 — Neutral 3 — 4 — Strongly Disagree 5 — Does Not Apply 0

____ 1. I had no difficulty completing writing assignments in my university courses.

Comments: _____

_____

____ 2. I was well-prepared in Math for my university course.

Comments: _____

_____

____ 3. I was able to read and comprehend my reading assignments at the university.

Comments: _____

_____

____ 4. I had no difficulty in studying (notetaking, time management, etc.) for my university courses.

Comments: _____

_____

____ 5. I was able to use the library resources with no difficulty.

Comments: _____

_____

____ 6. My testing techniques worked well for me in my university courses.

Comments: _____

_____

____ 7. I was able to set realistic goals for myself at the university.

Comments: _____

_____

____ 8. I was able to form satisfying working relationships with my peers and professors.

Comments: _____

_____

____ 9. I was able to adjust to being away from home and on my own.

Comments: _____

_____

____ 10. The transfer process (application, deadlines, financial aid, housing, etc.) went smoothly for me.

Comments: _____

_____

____ 11. I involved myself in the campus life (support services, campus activities and organizations) at the university.

Comments: _____

_____

12. What was the biggest problems you encountered after first transferring?

Comments: _____

_____

13. Have you resolved your biggest problem yet? ☐ Yes ☐ No

If so, how? _____

_____

_____

14. What Part of the Transfer process did you find the easiest?

Comments: _____

_____

_____

15. What advice would you give Miami-Dade Students to help them with transfer?

Comments: _____

_____

_____

16. If there is something you would like to share with us that we have not asked, please feel free to comment.

_____

_____

I WOULD BE INTERESTED IN COMING TO MIAMI-DADE THIS SUMMER TO TALK WITH STUDENTS ON CAMPUS.

☐ YES ☐ NO

COMMENTS: _____

_____

_____

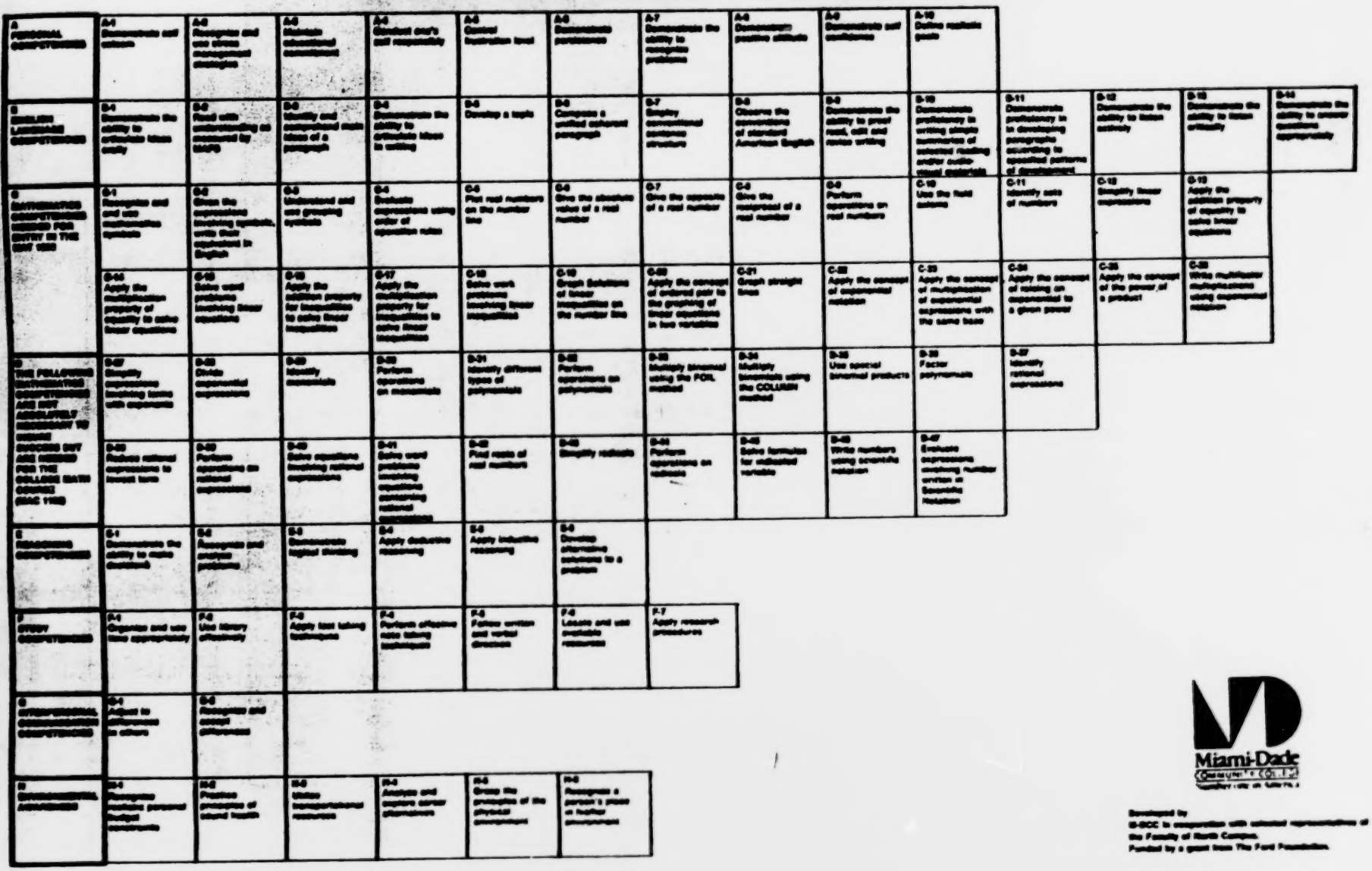
_____

THANK YOU

ATTACHMENT B

MINIMUM COMPETENCIES NEEDED BY ENTERING FRESHMEN IN ORDER TO SUCCESSFULLY MAINSTREAM AT MIAMI-DADE COMMUNITY COLLEGE, NORTH

-26-/27



Miami-Dade Community College

Developed by
M-DCC in cooperation with selected representatives of the Faculty of North Campus.
Funded by a grant from The Ford Foundation.

ADJUNCT COUNSELORS
PROJECT NARRATIVE

Nature and Scope of Problem

It is our belief that the declining student enrollment can be impacted positively by working closely with the high school students during their Junior and Senior high school years. No one is in a better position to provide information and advisement than the counselors in their high schools. We propose to recruit and employ one (1) counselor in each of the ten high schools that are contiguous to our campus. These counselors will be trained by our Student Services personnel so that they will be competent to facilitate Recruitment, Admissions, Testing, Advisement, Registration, Financial Aid, and other services that are normally provided by our student Services personnel.

This approach is not new, for in the early sixties, Miami-Dade Community College employed counselors in each of the public high schools and their services proved to be invaluable. Somehow we dismissed those efforts during our enrollment explosions during the late sixties and early seventies.

These adjunct counselors will also be scheduled to supplement our full-time on-campus counselors during peak registration periods.

Miami-Dade Community College attracted 26.6% of the high school graduates from the North and North Central area during 1980. The draw from the same areas in 1984 was 22.5%. Both the number and proportion of MDCC enrollees have increased for Hialeah-Miami Lakes, Miami Norland, Miami Beach and North Miami Beach. MDCC's research report #85-08 recommends that Miami Norland and North Miami Beach who have had a very low proportional draw in the past should be targeted for Special Recruitment Efforts. That report also cited

that Miami Northwestern is the lowest drawing of any public high school in Dade County. Special efforts in recruitment are needed at that school also.

PROJECT OBJECTIVE

1. To employ ten (10) counselors who are presently working full-time in the ten (10) Senior high schools in the North and North Central areas. These adjunct counselors will serve part-time in efforts of recruiting, admitting, testing, advising and registering of students from each school into MDCC's programs.

2. Within a two year period we propose to provide sufficient impetus to insure the number and proportions of students who graduate from high school and enroll at MDCC from the North and North Central areas improve to 30%.

3. Within a two year period we will provide sufficient efforts to recruit and train students from Miami Norland, North Miami Beach and Miami Northwestern to a level whereby their numbers and proportions of students enrolling at MDCC will increase by 10% over their present draws of 18.2%, 10.9% and 8.5%.

PROCEDURES

1. Each adjunct counselor will schedule from eight (8) to ten (10) additional hours per week at their respective school to provide recruitment, admissions, testing, advisement and registration assistance to prospective MDCC enrollees.

2. Each counselor maintains this throughout the school except during periods in which that may be called to assist in the on-campus student services efforts.

3. Each counselor will participate in an in-service training program conducted by the MDCC student services personnel at the beginning of their services, and will attend all subsequent workshops to update related information.

4. A tracking procedure will be maintained to provide sufficient information on the person affected by this project.

Results and Evaluation

1. This project will monitor the enrollment figures for the next two years with close observations being given to all North and North Central graduates enrollment figures.

2. A two year increase in actual enrollment figures from each school with a cross reference made to identify those students who were assisted by our adjunct counselors.

3. The enrollment numbers and proportions from Miami Norland, North Miami Beach and Miami Northwestern should show an improvement of 10% by June 1987.

ATTACHMENT D
FLORIDA INTERNATIONAL
UNIVERSITY—10/10/85

TRANSFER OPPORTUNITY PROGRAM

PARTICIPANT EVALUATION

Please indicate your personal feelings on the effectiveness of this seminar/workshop (or activity) by completing the following rating sheet.

1. To what extent were the objectives of the seminar/workshop met?

1. 0	2. 4	3. 26	4. 17
unsuccessful	moderately successful	successful	very successful

2. Was the method of presentation effective?

1. 0	2. 1	3. 24	4. 22
ineffective	moderately effective	effective	very effective

3. Rate the over-all effectiveness of the seminar/workshop.

1. 0	2. 2	3. 22	4. 23
ineffective	moderately effective	effective	very effective

4. Did the seminar/workshop meet most of your needs?

Yes 35 No 1 Somewhat 11

5. What would you suggest to improve this seminar/workshop in the future?

1. Make the seminar more personalized. It gave me more to think about-- things that I never thought were important.

ATTACHMENT D

HIGH SCHOOL ORIENTATION
COHORT A—2/8/86

TRANSFER OPPORTUNITY PROGRAM

PARTICIPANT EVALUATION

Please indicate your personal feelings on the effectiveness of this seminar/workshop (or activity) by completing the following rating sheet.

1. To what extent were the objectives of the seminar/workshop met?

1. _____	2. 4	3. 33	4. 29
unsuccessful	moderately successful	successful	very successful

2. Was the method of presentation effective?

1. _____	2. 2	3. 21	4. 43
ineffective	moderately effective	effective	very effective

3. Rate the over-all effectiveness of the seminar/workshop.

1. _____	2. 2	3. 21	4. 43
ineffective	moderately effective	effective	very effective

4. Did the seminar/workshop meet most of your needs?

Yes 60 No _____ Somewhat 6

5. What would you suggest to improve this seminar/workshop in the future?

_____

_____

_____

_____

_____

_____

_____

_____

ATTACHMENT D

FLORIDA INTERNATIONAL UNIVERSITY, CRIMINAL JUSTICE MAJOR SEMINAR 4/24/86

TRANSFER OPPORTUNITY PROGRAM

PARTICIPANT EVALUATION

Please indicate your personal feelings on the effectiveness of this seminar/workshop (or activity) by completing the following rating sheet.

1. To what extent were the objectives of the seminar/workshop met?

1. _____	2. 5	3. 33	4. 24
unsuccessful	moderately successful	successful	very successful

2. Was the method of presentation effective?

1. _____	2. 2	3. 21	4. 39
ineffective	moderately effective	effective	very effective

3. Rate the over-all effectiveness of the seminar/workshop.

1. _____	2. 2	3. 23	4. 37
ineffective	moderately effective	effective	very effective

4. Did the seminar/workshop meet most of your needs?

Yes 57 No _____ Somewhat 5

5. What would you suggest to improve this seminar/workshop in the future?

1. A representative from F.I.U. was expected to be present and should have called.
2. Discuss the different jobs available with a criminal justice degree.
3. More time with individual students.

ATTACHMENT D

INDUCTION CEREMONY
COHORT B—3/31/86

TRANSFER OPPORTUNITY PROGRAM

PARTICIPANT EVALUATION

Please indicate your personal feelings on the effectiveness of this seminar/workshop (or activity) by completing the following rating sheet.

1. To what extent were the objectives of the seminar/workshop met?

1. 0	2. 1	3. 11	4. 30
unsuccessful	moderately successful	successful	very successful

2. Was the method of presentation effective?

1. 0	2. 0	3. 9	4. 33
ineffective	moderately effective	effective	very effective

3. Rate the over-all effectiveness of the seminar/workshop.

1. 0	2. 1	3. 10	4. 31
ineffective	moderately effective	effective	very effective

4. Did the seminar/workshop meet most of your needs?

Yes 39 No 0 Somewhat 3

5. What would you suggest to improve this seminar/workshop in the future?

1. Have more meetings like this.

2. More students should attend.

ATTACHMENT D

FLORIDA INTERNATIONAL UNIVERSITY—9/22/86

TRANSFER OPPORTUNITY PROGRAM

PARTICIPANT EVALUATION

Please indicate your personal feelings on the effectiveness of this seminar/workshop (or activity) by completing the following rating sheet.

1. To what extent were the objectives of the seminar/workshop met?.

1. 0	2. 0	3. 10	4. 18
unsuccessful	moderately successful	successful	very successful

2. Was the method of presentation effective?

1. 0	2. 0	3. 14	4. 14
ineffective	moderately effective	effective	very effective

3. Rate the over-all effectiveness of the seminar/workshop.

1. 0	2. 0	3. 14	4. 14
ineffective	moderately effective	effective	very effective

4. Did the seminar/workshop meet most of your needs?

Yes 22 No _____ Somewhat 6

5. What would you suggest to improve this seminar/workshop in the future?

1. More students should know that these seminars are available.

2. Have more universities to come.

ATTACHMENT D

TRANSFER OPPORTUNITY PROGRAM

UNIVERSITY OF MIAMI
9/30/86

PARTICIPANT EVALUATION

Please indicate your personal feelings on the effectiveness of this seminar/workshop (or activity) by completing the following rating sheet.

1. **To what extent were the objectives of the seminar/workshop met?**

1. _____	2. _____	3. 5	4. 16
unsuccessful	moderately successful	successful	very successful

2. **Was the method of presentation effective?**

1. _____	2. 1	3. 3	4. 17
ineffective	moderately effective	effective	very effective

3. Rate the over-all effectiveness of the seminar/workshop.

1. _____	2. 2	3. 1	4. 17
ineffective	moderately effective	effective	very effective

4. **Did the seminar/workshop meet most of your needs?**

Yes 21 No _____ Somewhat _____

5. **What would you suggest to improve this seminar/workshop in the future?**

1. That the visiting university would leave transfer packets about their program.
2. That A/V (slides) materials would help in understanding more about their university.

ATTACHMENT E

SLS 1401---Transfer
1 credit

RATIONALE:

Miami-Dade Community College is a comprehensive institution offering a low-cost post-secondary education through one-year certificates, two-year vocational degrees and transfer programs. Its diverse student body includes a large number of minorities from low-income families.

Although it has been possible for many minority students to move up the higher educational ladder , according to the Ford Foundation:"Recent studies have shown that academic programs preparing students to transfer have received little attention and less support than other community college curricula." Furthermore very little has been done in the way of research to follow up students who transfer to universities in order to determine their success, frustrations and difficulties in their new settings.

The importance of having a curriculum responsive to the need of community college students who transfer to upper division colleges or universities is evident. The purpose of this project is to make curricular adjustments necessary to improve student success in transferring from the community college to upper division schools.

Students should be aware of the importance of carefully choosing their senior institution. They should be knowledgeable about the assistance available to aid them in the transfer process as well as the procedures and responsibilities which will be thrust upon them as a part of their move from the community college into the upper division system.

This module is designed to help the student select an appropriate upper division institution, identify sources of assistance for the actual process of transfer and to be prepared for the possible differences to be encountered at the new college or university. This module will help make the transfer process a pleasant and rewarding experience rather than an exercise in frustration. Through experiences and handouts students will be provided with relevant information and develop the skills needed by those who transfer.

SLS 1401---Transfer
(1 credit)

GOAL: Each student will understand the importance of choosing a senior institution appropriate to his/her educational, vocational and personal aspirations and goals.

GOAL: Each student will begin to improve his/her ability to communicate and correspond with personnel of an upper division institution for information pertaining to admission, financial aid, housing and academic advisement.

GOAL: Each student will have a clearer understanding of procedures to initiate an inquiry pertaining to his/her application and/or enrollment status.

GOAL: Each student will have a clearer understanding of the preparation necessary to successfully adapt to upper division campus life i.e. academic expectations, personal freedom, time and money management, etc.

OBJECTIVES:

1. To identify one or more institution(s) as appropriate to consider for transfer.
2. To locate and compare programs by institution.
3. To identify and use procedures for transfer i.e. transcript request, application for admission, financial aid and housing.
4. To recognize and prepare for limited access entrance.
5. To identify sources of assistance at the senior institution to include admissions, financial aid, advisement and counselling, placement and housing.
6. To recognize the differences in campus life at an upper division institution as opposed to that at a community college.

SUGGESTED STRATEGIES:

1. Lecture and discussion on "How to Choose a Senior Institution" followed by a written questionnaire.*
2. Assigned readings in The Gourman Report and the November 25, 1985 edition of "U.S. News & World Report".*
3. Visit the Career Exploration Center to locate and compare curricula.* This would entail using materials such as The College Blue Book, Lovejoy's College Guide, college catalogs and microfische and/or computers as appropriate.
4. Review and discuss each student's AGIS and grid to plan term of graduation and electives required.*

* Materials attached

(continued on following page)

SLS 1401---Transfer

STRATEGIES (cont.)

5. Each student will contact his/her chosen institution to request a catalog and whatever forms are necessary for his/her transfer.

6. Each student will fill out in class the appropriate forms for his/her transfer to include the request for transcript, admissions application, special admissions application, financial aid and housing applications, etc.

7. Each student will visit a local senior institution and fill out an information sheet.*

8. Lecture on "Available Financial Aid".

9. Visit the Career Exploration Center to read materials dealing with financial assistance such as The College Blue Book, directories and guides by Feingold and Barron, and the Directory of Special Programs for Minority Group Members.

10. Lecture/discussion on "Differences in Life on an Upper Division Campus as Opposed to the Community College" to include academic expectations, rules and regulations, personal choices and freedom, and time and money management.*

COURSE EVALUATION:

Students will contract for a grade of "A", "B", "C" or "D" Depending on the number of steps they wish to complete.* If the course is being taught in a classroom setting, attendance is required, but work may be made up. If the student is taking the course on a DIS basis, appointments must be made with the instructor.

*Materials attached

ATTACHMENT E

SLS 1401---Transfer

Name:_____

Student number:_____

Degree you are seeking at Miami-Dade:_____

Program of study:_____

(If "undecided", list the program (or programs) you are considering, however remotely.)

Have you chosen a senior institution?_____

If "yes", which one? (If considering more than one, please list them.)

Name of institution:_____

City:_____

State:_____

Name of institution:_____

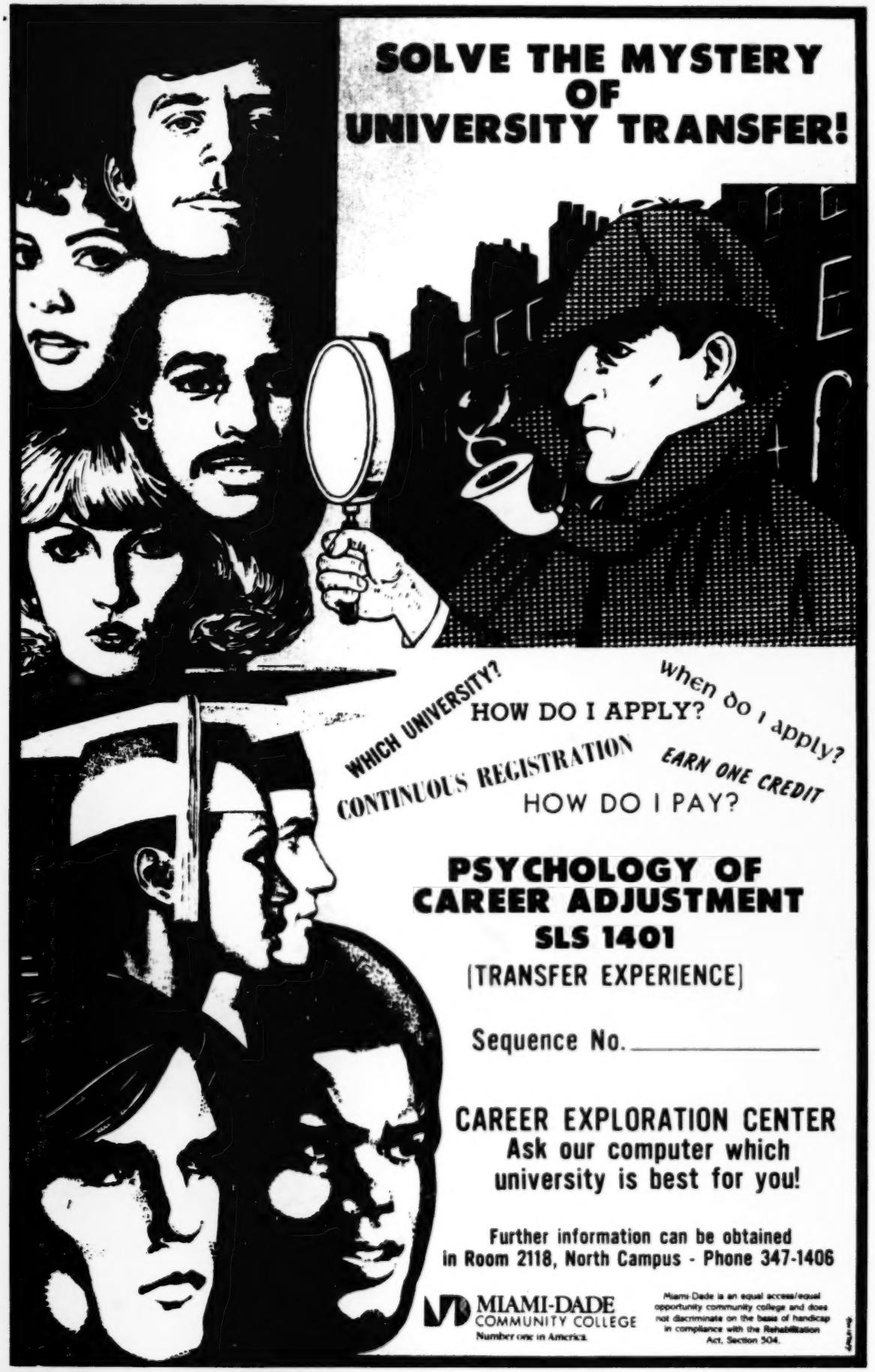
City:_____

State:_____

Name of institution:_____

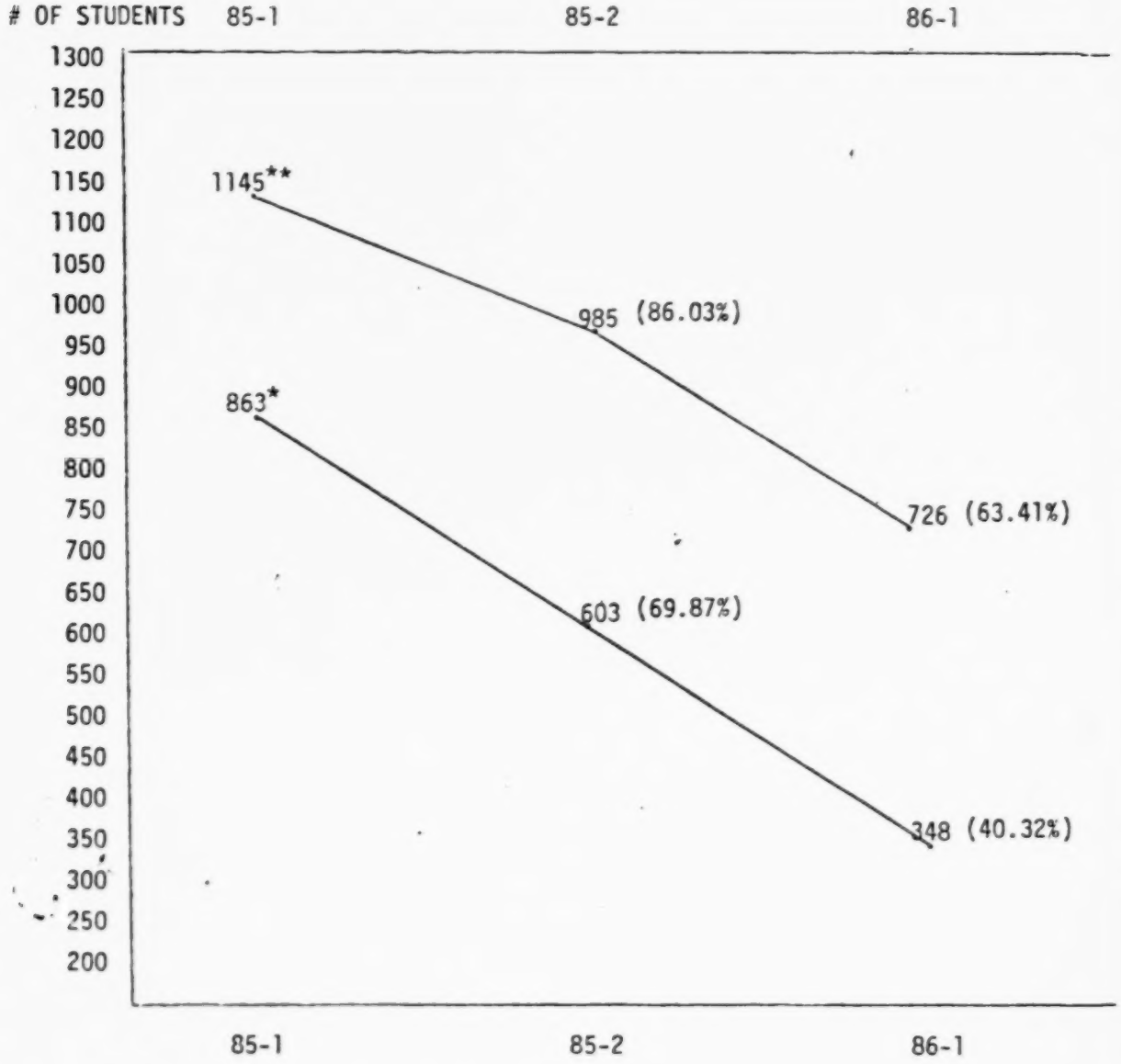
City:_____

State:_____


SOLVE THE MYSTERY
OF
UNIVERSITY TRANSFER!
WHICH UNIVERSITY?
HOW DO I APPLY?
When do I apply?
CONTINUOUS REGISTRATION
EARN ONE CREDIT
HOW DO I PAY?
PSYCHOLOGY OF
CAREER ADJUSTMENT
SLS 1401
(TRANSFER EXPERIENCE)
Sequence No. _____
CAREER EXPLORATION CENTER
Ask our computer which
university is best for you!
Further information can be obtained
in Room 2118, North Campus - Phone 347-1406
MIAMI-DADE
COMMUNITY COLLEGE
Number one in America
Miami-Dade is an equal access/equal opportunity community college and does not discriminate on the basis of handicap in compliance with the Rehabilitation Act, Section 504.

DIFFERENCES IN REENROLLMENT BY SLS 1101 PARTICIPATION
DEGREE SEEKING ONLY

ATTACHMENT F

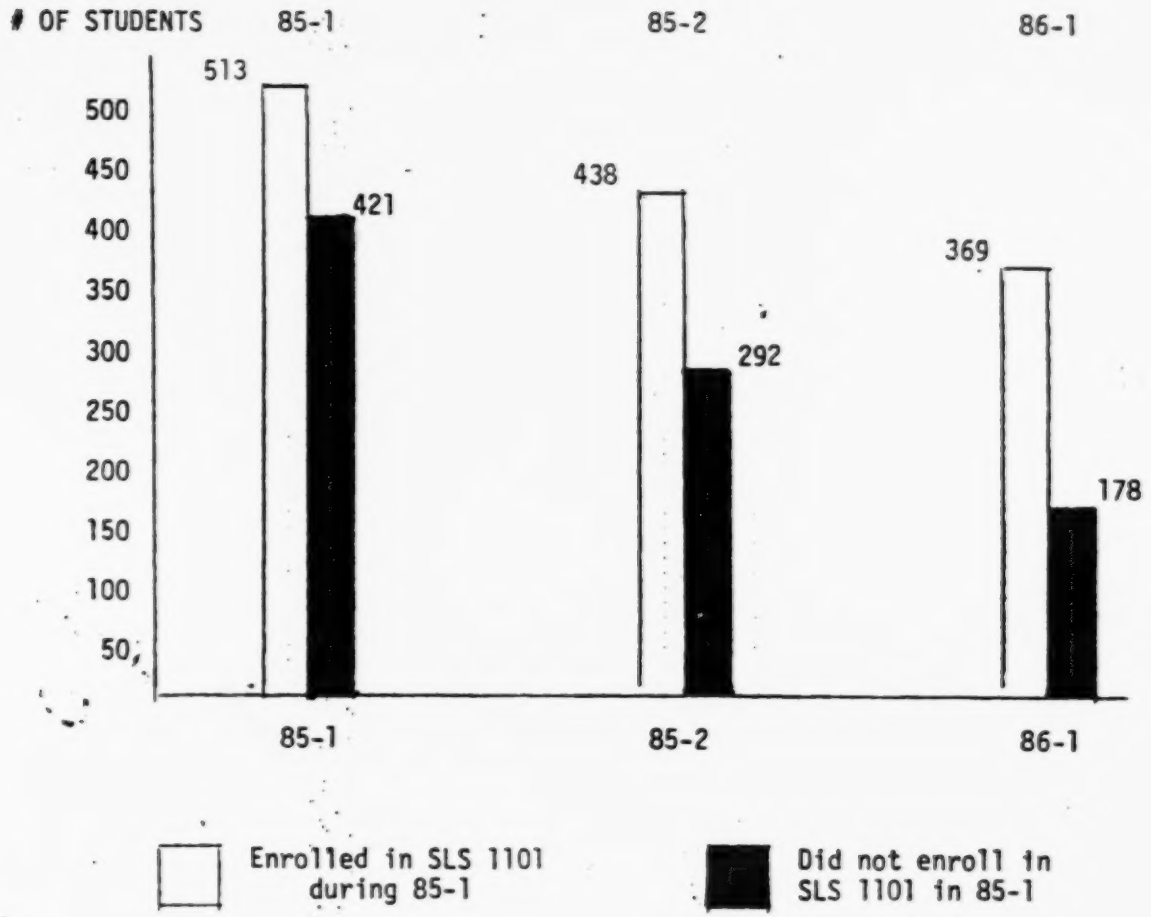


* Did not enroll in SLS 1101 during 85-1
**Enrolled in SLS 1101 during 85-1

ML:aph
11/86

DIFFERENCES IN REENROLLMENT BY SLS 1101 PARTICIPATION

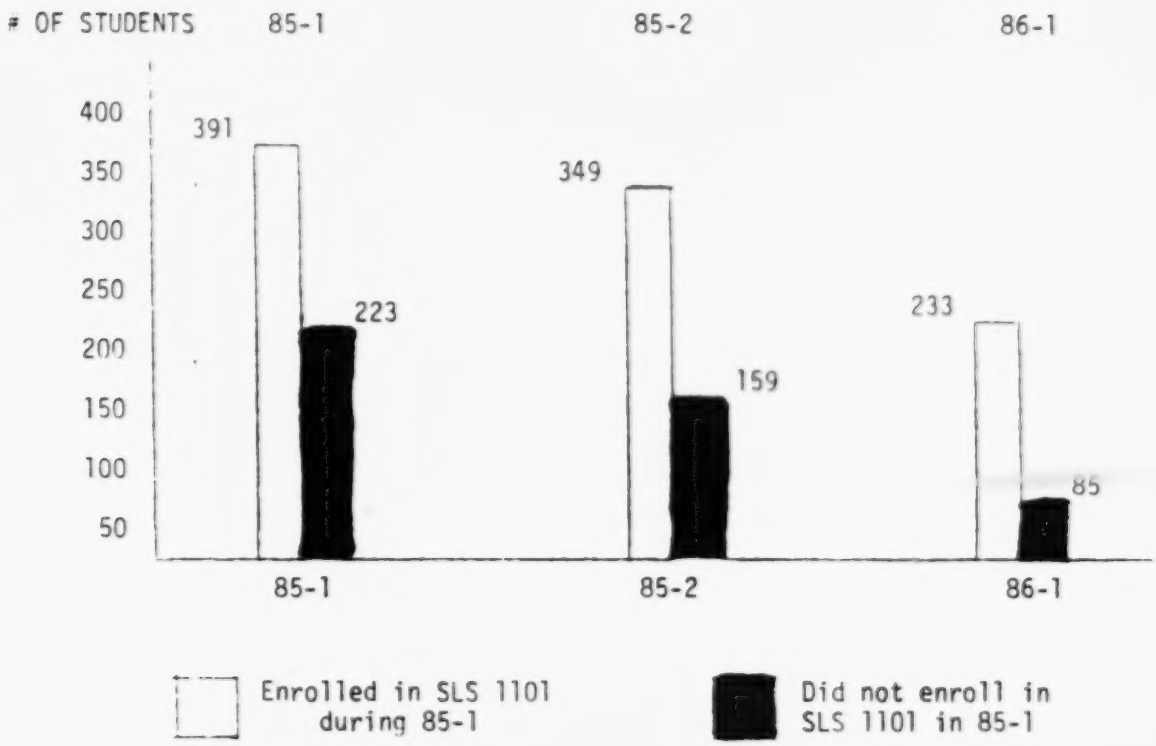
HISPANIC STUDENTS



ML:aph
11/86

DIFFERENCES IN REENROLLMENT BY SLS 1101 PARTICIPATION

BLACK STUDENTS



ML:aph
11/86

ATTACHMENT G

June 19, 1986

M E M O R A N D U M

TO: Ernestine Cole

FROM: Patricia Roberts, Project Director

SUBJECT: FINAL REPORT FOR PRATT MINI GRANT

This is the final report of the Pratt Mini Grant for the recruitment and retention of Black students for Winter-Spring terms, 1986. The report will follow the outline format of the grant proposal (see enclosed copy) listed by objectives.

1. To develop effective techniques to recruit Black students into the North Campus Clast Intervention Programs.

   The information disseminated included: handouts, one-on-one discussions at the bus stops, signup sheets, and taking students to the review labs, telephone surveys, posters, information tables, and Valentine's Day cards mailed, and a workshop. (See the enclosed list of students contacted at bus stops and telephone surveys).

2. To disseminate all information about the different intervention techniques to those Black students who may be eligible for Clast.

   Information tables for the Clast review were set up for two days (dates: June 2-3; times: 8-11 AM and 5 PM). Each student eligible for Clast was phoned and forwarded information regarding labs and review sessions. A workshop and video presentation were presented to show students how to prepare for Clast. Banners, poster, and handouts were designed and displayed across campus to inform students about review sessions and final test dates.

3. To heighten awareness of all students through discussions about the Clast in all orientation classes, SLS 1101.

   SLS 1101 professors explained and discussed the Clast exam with their students. Handouts and information regarding the review sessions were also given out in these classes.

4. To disseminate results and encourage follow through based on recommendations.

   The final report for Pratt Mini Grant: (see enclosed report by Shirley E. Rambo, Technical Services, and telephone survey enclosed).

It is my belief that the key to getting Black students ready for Clast is education and academics which must be stressed repeatedly. Dedication and temperament have a lot to do with successful test taking. The students see other avenues to success and many of them refuse to realize the importance of preparing for basic skills that they assume they already have. Many Black students need to be encouraged not to quit when things appear difficult. The key to education is a good foundation and a supportive environment for all to learn. It must be the duty of all faculty to encourage students to be aware of all aspects of Clast, and to continue to practice their basic skills. The Black students, like all students, need theory and practice which reflect things that they will experience in life. Most of the students that I talked to were disillusioned about the Clast.

RECOMMENDATIONS:

1. To have more T.V. audio visual tapes on Clast available to the students as they pass from building to building.

2. To have all faculty inform all students during the term about Clast review sessions on a frequent basis.

3. To have the counseling area identify students at the beginning of each term that are eligible to take the Clast test so that this information is readily available to those persons attempting to provide interventions.

4. To continue efforts along these lines, being alert to other ways that might be effective.

EC:cm

cc: Colleen Fix-Huff
Shirley Rambo

ATTACHMENT H

News Release

DISTRICT OFFICE OF MEDIA RELATIONS, 300 N.E. 2nd Avenue, Miami, Florida 33132

June 11, 1986

FOR INFORMATION CONTACT:
Betty Semet (305) 347-3372
Mary Ross Agosta
Director, Public Relations
St. Thomas University
(305) 625-6000

M-DCC AND ST. THOMAS UNIVERSITY SIGN AGREEMENT FOR M-DCC GRADS TO TRANSFER TO ST. THOMAS

Miami-Dade Community College and St. Thomas University signed today (6/11) an articulation agreement that makes it easier for M-DCC graduates to transfer their credits to St. Thomas University.

The agreement permits M-DCC students who receive an associate of arts degree to attend St. Thomas as juniors as long as they meet the university's admission standards.

"M-DCC sees this as a continuing step in helping to provide transfer opportunities to our students," says Dr. Piedad Robertson, Vice President of Education at Miami-Dade. "It guarantees the acceptance of our degree."

Father John O'Malley, Provost and Vice President for Academic Affairs at St. Thomas University, agreed that this plan is beneficial for students. "We have had a verbal agreement with M-DCC for 13 years. The formalization of this articulation agreement is a continued effort on St. Thomas University's part to service our transfer students and

JUNIOR RE... MIAMI DADE COLLEGE DISABLED STUDENT SERVICES

Miami-Dade COMMUNITY COLLEGE Number one in America

strengthen our ties with M-DCC and its graduates," said O'Malley.

Miami-Dade recently negotiated an articulation agreement with the University of Miami and has had articulation agreements with Florida's state universities for 20 years. "This agreement is noteworthy as it is the first one with a four-year private Catholic institution," says Robertson.

"We are honored to have the opportunity to work more closely with the highly respected and successful St. Thomas University to give them the quality students that M-DCC can provide," says Robertson.

The 36 required general education credits earned at M-DCC will be accepted by St. Thomas University and applied toward the equivalent general education requirements of the University. In the 1985-86 academic year, 269 M-DCC graduates attended St. Thomas.

MIAMI-DADE COMMUNITY COLLEGE
RECEIVED
JUN 09 1986
OFFICE OF
THE PRESIDENT

ATTACHMENT H

ARTICULATION AGREEMENT BETWEEN ST. THOMAS UNIVERSITY

AND

MIAMI-DADE COMMUNITY COLLEGE

St. Thomas University (STU) and Miami-Dade Community College (M-DCC) hereby enter into the following agreement governing the matriculation at STU of Associate of Arts graduates from M-DCC beginning in the summer of 1986 and continuing for a period of four years, after which both institutions will undertake renegotiation of the agreement.

For M-DCC A.A. graduates admitted to the St. Thomas University during the period of this agreement, St. Thomas University will:

(1) accept the students as having junior standing, with the understanding that some students may need to complete prerequisite work for the programs in which they enroll;
(2) accept the 36 required general education credits earned at M-DCC, including those within the interdisciplinary core curriculum, applying them toward the equivalent lower division, general education requirements of the schools and colleges of the University.

During the period of this agreement, Miami-Dade Community College will:

(1) publicize the agreement among its students and faculty;
(2) make available to students through the Advisement and Graduation Information System (AGIS) a description of the recommended A.A. curricula for all STU majors;
(3) review the performance of the M-DCC graduates who matriculate at STU in each of the academic programs, assessing the student's academic preparation and the success of the general education core courses.

During the period of this agreement, both institutions agree to:

(1) monitor the academic performance of students enrolling under the agreement, identify problems, and work cooperatively to adjust details of course sequence and content so that students can transfer with no academic disruptions;
(2) arrange articulation meetings to develop major course equivalencies between STU and M-DCC;
(3) notify each other concerning any contemplated curricular changes which would affect the future of this agreement.

Father Patrick O'Neill, President
St. Thomas University

Robert H. McCabe, President
Miami-Dade Community College

4B The Miami Herald / Wednesday, April 9, 1986 F-2

UM is easing way for transfers from MDCC

By ELLEN LIVINGSTON
Herald Staff Writer

Graduates of Miami-Dade Community College will soon find it easier to transfer to the University of Miami.

UM, a private four-year school, will no longer require Miami-Dade graduates to make up certain courses before giving them junior standing. The agreement still requires transfer applicants to meet UM's admissions criteria.

"It's not open door. What we're saying is that for the students we accept, we'll take your credits," said UM associate provost James Ash.

Under the unusual agreement, UM will accept the 36 required general education credits students take at Miami-Dade, a public two-year school. Community college students will also be told of the requirements for various UM programs, so they can take the proper courses in their freshman and sophomore years, the agreement says.

The new arrangement could make UM more competitive with its public-sector rival, Florida International University, in the community college transfer market. Florida's state university system automatically accepts transfer students with a community college diploma.

"I don't think it's going to seriously affect our enrollment at all," said Paul Gallagher, FIU's acting vice president for academic affairs. "The students who want to go to the University of Miami go to the University of Miami, and the students who want to go to FIU are going to go to FIU."

Ash said the intent of the agreement is to recognize the quality of instruction at Miami-Dade and improve the access of community college students to a four-year education.

Miami-Dade, Barry simplify transfer of students' credits

An agreement signed recently between Miami-Dade Community College and Barry University, a private college, makes it easier for students to transfer from the community college to Barry to complete their four-year degree programs.

The agreement makes it easier for students to transfer credits from one school to the other. Credits for which the students earned a grade of C or better will be accepted by Barry, according to Patrick Lee, vice president of academic affairs at Barry.

The agreement is largely symbolic, Lee said. Barry has accepted Miami-Dade credits for years. "The agreement is to let students know the counselors on both sides will facilitate the transfers," Lee said.

A second agreement allows Miami-Dade graduates with an associate of science degree in aviation to transfer to Barry's bachelor of science program in technology with a major in computers.

IF A GOAT is tethered to a silo with a circular base of radius eight feet, and the length of the tether is 2-pi feet, over what area can the goat graze?

If you don't know, but would like to meet some youngsters who could work out the answer before the goat finishes dinner, attend the World Series of Advanced Mathematics among high-school students today through Thursday.

Three Dade County public high schools placed among the top 10 in the nation last year.

Competitions will be at four locations on the University of Miami campus: the 960 residence hall, the learning center, Gusman Concert Hall and the student union. The state competition is scheduled to be from 9:15 to 11:30 a.m. Thursday at Gusman.

HEAD START program officials held a luncheon recently to thank the people, businesses and organizations that have helped them serve 3,425 youngsters in the past year.

The program, administered by the Metro-Dade Community Action Agency, provides preschool activities, meals and medical testing and treatment for 3- and 4-year-olds from low-income families.

Certificates of appreciation were awarded to several elementary school personnel who have Head Start centers on their school campuses. They include: Ruby Pottier at Liberty City; Willie Mae Brown at Lillie C. Evans; Henry Minga at Orchard Villas; Frederica Wilson at Skyway; James Hunt at Booker T. Washington; Charlie Williams Jr. at Phyllis Wheatley; and Katherine Dinkins at Douglas. Many others also were recognized at the June luncheon. "They're all very important," said Barbara J. Mason, administrative services director for the Community Action Agency.

School Scene

THIRTEEN HIALEAH residents, two Miami Springs residents and two Opa-locka residents recently graduated from the Jackson Memorial Hospital School of Nursing.

Conception Aguila, Isabio Aboleya, Janet Herrera, Edward Paez, Donna Statler and Jacqueline Vazquez, all of Hialeah, graduated with honors. **Barbara Brown** of Opa-locka also graduated with honors.

Also in the graduating class were **Patricia Aguirre, Deborah De La Fuente, Natacha Garcia, Maria Martin, Mercedes Napoles, Maria Ramirez** and **Eileen Yergey,** all of Hialeah; **Carole Cole** and **Doreen Craft,** both of Miami Springs; and **Eddie Bryant** of Opa-locka.

MIAMI-DADE Community College's Interamerican Center in Little Havana is offering short-term professional training programs in subjects such as accounting, business data processing, commercial banking, translation / interpretation and word / information processing. Classes start Aug. 25. For details, call 642-3503 or 347-3851.

THE LAST session in the series of Culmer / Overtown life enrichment lectures will be at 7 p.m. Aug. 13 at the Town Park Plaza North community room at 1945 NW Fifth Pl. The session, titled "Building Strong Families," is free and open to the public. For details, call Mizell Triplett at 576-3085.

THE MEDICAL CENTER of Miami-Dade Community College is offering three new programs. One course will train individuals to become chiropractor assistants or chiropractic technicians. Another course trains electroencephalograph technicians to record the electrical activity of the brain. The third will offer technical training for physician's office personnel. For details, call 347-4104.

JEANNE STARK, dean of nursing education at Miami-Dade Medical Center, recently was elected vice chairman of the Florida State Board of Nursing. Stark was appointed to the board in November by Gov. Bob Graham for a four-year term. The board monitors and regulates nursing practice and education in the state, licenses all practical and professional nurses, approves all nursing programs and deals with disciplinary problems.

UNIVERSITY OF MIAMI GRADS — Recent graduates of the University of Miami include:

Jill Sheffield, a graduate of Hialeah Senior High, who earned her bachelor's of arts degree. The daughter of Mr. and Mrs. John A. Sheffield Jr. of West 51st Place, Hialeah, Sheffield majored in religion.

Maryline A. Montes, a graduate of Central Senior High, who earned her bachelor of science in education degree. The daughter of Mr. and Mrs. Carl Montes Sr. of Northwest 96th Street, Miami, Montes majored in physical therapy.

Diane Marie Concepcion, a graduate of Sunset Senior High, received her bachelor of arts degree. The daughter of Ralph Concepcion and Gloria Capoterta of Northwest 52nd Terrace, Miami, Concepcion majored in psychology.

Diane Nenezian, a graduate of North Miami Senior High, received her bachelor of business administration degree. The daughter of Mr. and Mrs. George Nenezian of Aberdeen Way, Miami Lakes, Nenezian majored in finance.

ST. THOMAS UNIVERSITY is offering a bachelor's degree program through night classes. Called AHEAD, the program allows students to work in the day and take classes at night. Students also may be eligible for credit for prior work experience. For details, call 625-6000, Ext. 119.

St. Thomas also offers graduate-level certification programs for students who already have a graduate degree but wish to take additional graduate-level courses.

The certificate programs are: human resource management; international business; health management; public management; and pastoral ministries. For details, call 625-6000, ext. 167.

LANGUAGE CLASSES — Intensive day and evening language courses are available at the Interamerican Center of Miami-Dade Community College.

Courses at the elementary, intermediate and advanced courses level are offered in languages such as Russian, Italian, Hebrew, Latin, Japanese, Arabic, German and Spanish.

The Interamerican Center is at 627 SW 27th Ave., Little Havana. Classes will begin the week of Aug. 25. For details, call 642-3503 or 347-3851.

Send education-oriented items to School Scene, Miami Herald Neighbors, 7915 NW 53rd St., Miami, Fla. 33166.

REPORT ON EVALUATION VISIT:
TRANSFER OPPORTUNITY PROGRAM
MIAMI-DADE COMMUNITY COLLEGE--NORTH CAMPUS
March 3-5, 1986

Miami-Dade's attempt to increase its rate of minority student transfer to upper-division institutions, through the efforts of its Ford Foundation-funded Transfer Opportunity Program, has several characteristics which make the program unique among national efforts:

1. MDCC's TOP has structured a broad institutional focus which is providing a diversity of interventions designed to increase minority transfer. Perceiving transfer as a continuum from entry to graduation allows the program to view the effort of improving transfer as a total institutional task. The composition of the TOP steering committee, and the range of institutional efforts which TOP has developed, linked or collaborated with, indicate that the MDCC administration shares the TOP director's view that improving transfer requires a system-wide strategy involving a wide range of academic as well as student service interventions.

2. The range of state legislative mandates designed to improve academic standards and accountability--College Prep and CLAST, for example--impact so directly on the rate and viability of minority transfer that effective response has required TOP's concentration on a variety of academic supports designed to help potential transfer students improve their academic skills.

3. Miami-Dade's commitment to institutional research has produced a very impressive capacity for comprehensive and focused studies which provide information on a wide range of student characteristics and academic achievement. This research capacity allows targeted investigation of the factors affecting transfer, and has also provided a sophisticated evaluation design for TOP.

Comparison with National Model

This combination of an institutional strategy which develops a variety of diversified interventions, a critical focus on academic improvement, and a sophisticated research design makes MDCC's TOP a highly significant effort. Another way to assess MDCC's TOP is to compare it with the comprehensive model of transfer improvement efforts which the Academy for Educational Development synthesized from the work of the 19 community colleges involved in Phase II of the Ford Foundation's Urban Community College Transfer Opportunity Program. (See An Evaluation of Phase II TOP Projects in 19 Urban Community Colleges, New York: Academy for Educational Development, 1985.) AED's model includes:

a. High school outreach and recruitment, bridge programs which connect high school and junior high school students and faculty with community colleges, to increase minority enrollment and begin a transfer track.

b. Identification, at entry, of potential transfer students, through registration, initial assessment, orientation or entry counseling.

c. An effective data-base which permits systematic tracking, follow-up and interventions with potential transfer students, and encourages regular evaluation, research and feedback.

d. Transfer counseling, through identified counselors or staff members, at specified campus sites at which transfer information is readily available.

e. Transfer courses and workshops, designed to provide transfer information as part of the curriculum, and help students clarify career goals and improve their decision-making skills.

f. Curriculum development of Honors programs, transfer track courses or basic skills improvement programs, which help students prepare effectively for upper-division work.

g. Faculty development emphasizing new curriculum or teaching methods designed to improve students' academic skills.

h. Mentoring and peer support programs, designed to engage faculty or successful students in providing consistent support for potential transfer students.

i Articulation agreements with four-year institutions, to clarify and simplify the academic progress of potential transfer students.

j. Recruitment and support programs organized by senior colleges, to increase the enrollment of transfer students and sustain their matriculation at upper-division institutions.

Since this is a comprehensive model derived from the transfer-improvement work of many community colleges, one college's program rarely includes all the elements. But MDCC's TOP comes very close. As part of its first initiatives, TOP has begun high school outreach to 300 12th graders in six feeder high schools, and has developed an articulation program at MDCC for high school guidance counselors. TOP has also held a transfer workshop and is helping to develop a transfer course, which presents both general information and specifics about each upper-division institution to potential transfer students. TOP is also developing a networking program at upper-division colleges, which has already interviewed former MDCC students now enrolled at some of those colleges. Once TOP has analyzed the results of those interviews, the program will work with student service representatives at upper-division colleges to develop new services and supports to meet the problems and needs these MDCC transfer students have identified.

Building an effective data base and providing comprehensive transfer counseling have long been important commitments at MDCC. TOP

has worked closely with the Office of Institutional Research to develop an effective evaluation design, and to use available research to help shape TOP's interventions. TOP has also collaborated closely with MDCC's on-going efforts in curriculum and faculty development, particularly with the work of Staff and Program Development in reducing attrition and the work of the Division of Communications and the Department of Mathematics in providing a range of skills improvement workshops as reinforcements for the CLAST. Mentoring and peer support programs have been developed through the Challenge Center, and the new College Survival course, SLS 1101, which developed from initial TOP activity, includes a strong mentoring component.

Entry Identification

Therefore MDCC's TOP is currently developing, providing or collaborating in providing activities which fulfill nine of the ten elements of AED's comprehensive model of transfer-improvement functions. Identification at entry of potential transfer students is the only function MDCC's TOP currently does not perform, an irony considering that MDCC's entry assessment procedures, record-keeping and resulting data-base make the college more capable of such identification than most other institutions. When this question was explored, several administrators indicated their belief that the decision to transfer was such a cumulative process that entry identification, however carefully the key student-characteristics variables were derived, would still miss many potential transfer students.

Still, the usefulness of entry identification merits further consideration. More than most community colleges, MDCC's data base and research capacity may well make possible the identification, at entry, of those students, based on the college's cumulative experience, who are most likely to transfer. If a pool of such students can be identified, these students can be the recipients of a range of targeted information and services designed to sustain and support their academic progress and advancement toward graduation and transfer.

Such targeting would not preclude TOP's more diversified activities with a far larger but less-defined (in terms of transfer potential) student population. At present, TOP uses progress indicators, such as number of credits achieved or registration for the CLAST, to identify and recruit students for particular interventions. Moreover, the many sections of the Student Survival course, mandated for all full-time first semester students, can also serve as filters for transfer students. But TOP's strategies for identifying and reaching potential transfer students are currently very non-differentiated and somewhat unwieldy, given the high attrition rate and uncertain academic progress of so many MDCC students. The college should consider initiating a research project which attempts to define the entry characteristics of successful MDCC minority transfer students, which TOP could use to structure targeted interventions and more specific support services.

Academic Instruction and Transfer

In addition to the range of interventions TOP has developed, what is also impressive is the extent to which TOP has encouraged comprehensive attention, throughout the college, to factors which might improve transfer. The Academic Dean's stress on the improvement of instruction as a key to retention is a particularly important policy stance, given the tendency of most community colleges to perceive low retention rates as a remediation problem to be addressed primarily through curriculum development. Yet at many community colleges, including MDCC, the disjuncture in teaching and learning styles between predominantly white faculties and predominantly minority students is often exacerbated by faculty unwillingness to develop new methods of teaching basic skills, given previous expectations of careers focused on scholarship, research or the teaching of advanced courses. Therefore MDCC's stress on the relationship of the instructor's role to retention, and its linkage of the improvement of instruction to the improvement of minority transfer rates, is a welcome breakthrough for TOP's work.

Evaluation Design

More than at most colleges, TOP's evaluation design will provide critical judgements of the relative success of the program. The TOP evaluation, developed by the Office of Institutional Research, is a sophisticated design which should produce results useful not only for MDCC, but for all colleges attempting to improve their transfer rates. Yet several current problems may impede successful completion of the research. First, follow-up of MDCC graduates who transfer to upper-division colleges will not be possible unless the state system provides data tapes which allow MDCC to identify all transferring students. The data-tapes are available, and have been promised, but not delivered, by the appropriate state agencies. MDCC should use all its clout, and the good offices of national organizations interested in the results of this evaluation, to secure the necessary data-tapes.

Second, follow-up of those MDCC students identified in the research sample who have dropped out of MDCC will require fairly time-consuming, and therefore relatively expensive, individual tracking. Yet if resources to provide such tracking are not available, failure to locate those students may skew and perhaps invalidate the sample. Hopefully enough resources will be provided to make possible an acceptable response rate.

Conclusion

MDCC's TOP seems on track, given its initial proposal to Ford. Changes such as the targeting of 12th grade rather than 11th grade high school students seem due to the time-lag in project start-up caused by the delay in receiving initial funds. Yet after a delayed start-up, much useful work has already been accomplished in what has been barely a year since project activities began. (For evaluation purposes, TOP's inception should be defined as February-March, 1985,

when the Project Director was selected, and not October, 1984, when the first fiscal year began.) Key innovations such as the College Survival course have flowed fairly directly from TOP's work. Through persistently focused attention to the broad range of institutional problems affecting transfer, the TOP director has begun to shape a variety of useful interventions. Moreover, her networking and collaborative efforts have begun to shape an institutional awareness of the need to improve a wide range of academic arrangements and student services in order to improve minority transfer rates.

by Norm Fruchter

ATTACHMENT J

M-DCC TOP-YEAR TWO ACTIVITIES: October 1, 1985-SEPTEMBER 30, 1986

October 10	Florida International University Transfer Seminar (General)
October 22	Florida International University Majors Seminar - Accounting & Business
November 21	Nine (9) State Universities Articulation Officers Transfer Seminar
February 8	High School Orientation - Cohort A TOP participants
February 26	Florida International University Transfer Seminar (General)
February-March	Test Anxiety Reduction Workshop for CLAST
March 21	Florida Atlantic University Community College Day at Florida Atlantic University
March 31	Induction Ceremony - Cohort B TOP participants
March-May	Mini-Term One Credit Transition Course
April 24	Majors Seminar: Criminal Justice (Florida International University)
April 29	Adjunct Counselors Workshop for High School Counselors
June 6	University of Miami Community College Day at University of Miami
Winter Term	University Visitations - Six (6) Florida State Universities
March	TOP Evaluator's Visit

CONFERENCE PARTICIPATION/ATTENDANCE

November 8	Presentation- "Retention of Black Students" National Conference - Orlando

November 14	NETWORKS Meeting - Chicago
December 6	"Hispanics and School Dropouts" - Conference in Miami
January 24	"Athletics and Education" Conference - Miami-Dade Community College
February 6	Annual Conference of the United Negro College Fund - Miami
February 10	NETWORKS - Special Project - New York
February 12	National Conference on Testing - Miami
February 17	Presentation at National Conference "Freshman Year Experience" - Columbia, South Carolina
April 16	AACJC (American Association Community & Junior Colleges) Conference - Orlando

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Additional Dissemination and Presentation of Program Information to:

--Clark College, Atlanta, Georgia

--Bethune Cookman College, Daytona Beach Florida

--United Negro College Fund Headquarters, New York City

--Keys Community College, Key West, Florida

--Maricopa Community College - Arizona

--Dr. Piedad Robertson, Vice President for Education, M-DCC, for National Conference presentation

--Dr. Lou Bender - Researcher at Florida State University, Tallahassee, Florida

--Spelman College, Atlanta, Georgia

--M-DCC Board of Trustees Meeting, New World Center Campus

--North Campus Vice President's Council

--Students' phone queries and walk-ins

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